



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

15585 N. 91st Avenue, Peoria, AZ 85382

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Highly Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Lori Shough
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-8
2004 Enrollment : 996
Web Address : desertharbor.peoriaud.k12.az.us/
Phone Number : (623) 486-6200
Fax Number : (623) 486-6207
E-mail : lshough@peoriaud.k12.az.us

Mission

Desert Harbor Elementary School's mission is to promote the academic excellence and social growth of all students through partnership with students, staff, parents and community in which a safe, challenging and child-centered environment is provided.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement in reading and writing in grades K-8 as measured by AIMS, AzAC, district assessments and teacher-made tests.
- ü Increase student achievement in mathematics in grades K-8 as measured by AIMS, AzAC, district assessments and teacher-made tests.

Enrollment

October 1, 2003 School Year Student Enrollment : 1008
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 81

Desert Harbor Elementary School

Instructional Programs

- Ü K-8 Technology Education
- Ü Special Education Preschool
- Ü Literacy Enrichment Program
- Ü Gifted

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

Our responsibility is to provide students with a safe, fun learning environment with multiple opportunities to learn. Desert Harbor is committed to on-going communication and active partnership with parents.

Parents

Parents are encouraged to support student attendance, model positive attitudes toward learning and staff, attend parent-teacher conferences, and participate in school-sponsored activities.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary, but beyond one mile of Desert Harbor Elementary School. Transportation is also provided for eligible special education students if noted in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Target Corporation Grant	2004
Ü Arizona State University Professional Development Grant	2003
Ü Arizona Department of Education Learn and Serve Grant	2003
Ü Arizona A+ School Award	2001

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2724	75509	100	100	100	537	529	521	3	8	13	19	21	23	41	35	33	37	35	31
All Students (Prior Year)	99	2731	75372	96	100	100	527	529	523	3	5	9	23	23	25	49	41	36	24	31	30
Female	58	1318	37013	100	100	100	539	529	522	2	8	12	20	22	24	41	36	33	38	34	31
Male	56	1406	38430	100	100	99	535	530	521	4	9	14	18	21	22	41	35	33	37	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	11	582	30486	100	100	99	520	514	505	9	12	18	27	30	29	36	33	32	27	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	--	32	4075	--	100	100	--	512	486	--	14	28	--	32	34	--	21	26	--	32	12
White	97	1886	35192	100	100	99	541	534	534	1	7	8	17	19	19	42	37	35	40	38	39
Students with Disabilities	17	438	9708	100	100	100	518	506	489	0	20	32	42	27	27	33	32	24	25	22	17
Students without Disabilities	97	2286	65801	98	98	98	540	533	525	3	7	11	16	21	23	42	36	34	39	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	NC	693	36411				NC	509	503	NC	14	19	NC	31	29	NC	34	32	NC	21	20
Non-Economically Disadvantaged	105	2031	39040				539	535	534	2	6	8	18	19	19	42	36	34	38	39	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2724	75492	100	100	100	528	525	519	5	7	12	13	15	16	56	51	47	26	27	24
All Students (Prior Year)	101	2716	75221	98	99	100	524	526	523	5	5	8	14	15	16	62	60	56	19	20	21
Female	58	1319	37014	100	100	100	532	528	523	0	6	10	11	13	15	63	50	48	27	30	27
Male	56	1405	38400	100	100	99	523	522	516	10	8	14	16	17	17	49	52	47	25	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	11	582	30438	100	100	99	518	516	508	0	10	17	27	21	21	64	52	47	9	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	--	32	4081	--	100	100	--	511	498	--	14	25	--	18	26	--	61	40	--	7	8
White	97	1887	35177	100	100	99	530	528	528	4	6	8	11	13	13	56	50	49	29	30	31
Students with Disabilities	17	439	9707	100	100	100	515	508	495	0	17	33	25	23	21	58	43	33	17	17	13
Students without Disabilities	97	2285	65785	98	98	98	529	527	522	5	6	10	12	14	16	56	52	49	27	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	NC	692	36302				NC	514	507	NC	12	18	NC	22	21	NC	51	46	NC	15	14
Non-Economically Disadvantaged	105	2032	39164				529	528	528	4	6	8	12	13	13	57	51	48	27	30	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2706	75053	100	100	99	573	603	597	7	5	7	9	10	12	80	78	72	3	7	9
All Students (Prior Year)	95	2701	73654	92	99	99	529	533	530	2	5	9	15	11	13	77	78	70	5	6	7
Female	58	1310	36872	100	99	99	604	624	621	2	3	5	5	7	9	88	81	74	5	10	12
Male	56	1396	38109	100	100	99	538	583	573	14	6	10	14	13	14	73	76	69	0	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	11	578	30235	100	99	98	550	594	575	9	5	9	18	13	14	73	74	70	0	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	--	31	4044	--	97	99	--	570	550	--	7	13	--	11	17	--	78	66	--	4	4
White	97	1876	35028	100	100	99	578	609	613	7	4	6	8	9	10	82	80	73	3	8	11
Students with Disabilities	17	433	9625	100	100	100	530	554	530	8	10	21	8	16	21	83	71	55	0	3	4
Students without Disabilities	97	2273	65428	98	97	98	578	610	604	7	4	6	9	9	11	80	79	73	3	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	NC	687	36077				NC	572	566	NC	8	10	NC	12	16	NC	77	69	NC	3	5
Non-Economically Disadvantaged	105	2019	38950				577	612	618	6	4	5	10	9	9	81	79	73	3	9	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2855	76019	100	100	100	500	503	499	6	9	14	49	39	39	18	16	14	27	35	33
All Students (Prior Year)	108	2885	76230	98	100	100	498	508	498	3	6	12	46	37	38	16	13	12	34	45	37
Female	48	1384	37207	98	100	100	485	504	499	7	8	12	70	40	41	16	18	14	7	34	33
Male	61	1469	38677	100	100	100	514	502	498	6	11	15	30	39	38	21	15	13	43	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	12	590	29458	100	100	100	526	487	480	0	15	20	22	47	48	22	14	12	56	24	20
Asian/Pacific Islander	NC	80	1673	NC	100	99	NC	524	531	NC	4	4	NC	27	29	NC	20	14	NC	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	89	2018	35880	98	100	100	498	507	515	8	8	7	53	37	32	18	17	16	23	38	45
Students with Disabilities	12	385	9786	100	100	100	492	465	457	0	30	39	100	47	40	0	7	7	0	16	13
Students without Disabilities	98	2470	66233	100	99	99	500	507	503	6	7	11	48	39	39	19	17	14	27	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	17	700	35714				491	482	480	13	18	20	47	47	47	13	14	12	27	21	20
Non-Economically Disadvantaged	93	2155	40266				502	509	513	5	7	9	49	37	33	19	17	15	27	39	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2851	76020	100	100	100	506	506	503	9	18	25	26	22	23	51	45	40	14	14	12
All Students (Prior Year)	107	2864	76202	97	99	100	509	508	505	10	13	19	20	23	24	53	52	46	17	13	11
Female	48	1384	37213	98	100	100	502	509	504	11	16	22	27	21	23	57	48	42	5	15	13
Male	61	1465	38666	100	100	100	510	503	501	8	21	29	23	23	22	47	42	38	23	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	12	589	29442	100	100	99	508	501	494	11	27	37	11	25	26	67	40	31	11	8	6
Asian/Pacific Islander	NC	80	1672	NC	100	99	NC	514	513	NC	11	12	NC	20	19	NC	49	49	NC	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	89	2014	35890	98	100	100	506	508	511	10	16	15	25	22	20	50	46	48	15	16	18
Students with Disabilities	12	383	9784	100	100	100	494	489	485	0	47	58	100	24	19	0	21	19	0	7	4
Students without Disabilities	98	2468	66236	100	98	99	506	508	504	9	15	23	25	22	23	52	47	42	14	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	17	700	35703				505	498	494	13	31	37	33	27	26	33	35	31	20	7	6
Non-Economically Disadvantaged	93	2151	40274				506	508	509	8	15	17	24	21	20	54	47	47	13	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2854	75673	100	100	100	551	544	530	6	8	12	16	22	25	74	66	58	3	4	4
All Students (Prior Year)	106	2862	74692	96	99	99	515	513	502	12	10	18	25	26	27	52	56	47	11	9	8
Female	48	1384	37099	98	100	100	551	563	548	7	4	8	16	19	22	73	71	64	5	5	6
Male	61	1468	38441	100	100	99	547	527	513	6	12	16	17	24	29	75	60	52	2	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	12	590	29305	100	100	99	588	528	507	0	10	16	22	27	31	78	59	51	0	3	2
Asian/Pacific Islander	NC	80	1665	NC	100	99	NC	565	573	NC	7	6	NC	17	16	NC	68	67	NC	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	89	2016	35760	98	100	99	547	549	550	6	8	9	16	20	21	74	67	64	4	5	6
Students with Disabilities	12	383	9706	100	100	100	500	485	462	0	26	36	0	32	32	100	40	31	0	2	1
Students without Disabilities	98	2471	65967	100	99	99	551	551	536	6	7	10	16	21	25	74	68	60	3	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	17	701	35541				532	523	504	0	14	17	7	23	31	93	61	50	0	2	2
Non-Economically Disadvantaged	93	2153	40091				554	551	550	7	7	9	18	21	21	71	67	64	4	5	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	3176	75001	100	100	99	473	476	468	25	27	37	48	43	36	21	21	16	6	10	10
All Students (Prior Year)	123	2987	71167	100	99	99	462	468	463	39	32	38	43	47	41	14	15	14	4	6	7
Female	65	1568	36846	100	100	99	474	476	468	25	25	36	44	46	38	24	20	16	6	9	10
Male	52	1600	37974	100	100	99	472	476	467	25	29	39	52	39	34	17	21	16	6	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	NC	634	26675	NC	100	98	NC	462	448	NC	37	52	NC	42	34	NC	15	10	NC	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	99	2237	37785	100	100	99	475	480	482	22	24	25	48	43	39	24	22	21	5	11	15
Students with Disabilities	NC	359	8802	NC	100	100	NC	425	418	NC	74	79	NC	22	16	NC	4	3	NC	1	1
Students without Disabilities	108	2817	66199	97	99	99	476	480	472	23	23	34	48	44	38	23	22	17	7	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	628	29814				NC	458	448	NC	41	53	NC	39	33	NC	14	10	NC	5	4
Non-Economically Disadvantaged	112	2548	45170				474	480	479	25	24	28	48	43	38	21	22	20	6	11	14

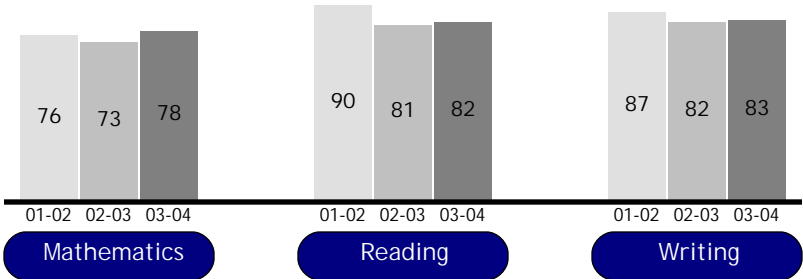
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	3170	74918	100	100	99	516	507	497	14	22	32	23	18	19	46	42	35	17	18	15
All Students (Prior Year)	122	2981	71100	100	99	99	511	510	502	9	17	25	27	19	21	50	46	40	15	18	15
Female	65	1566	36805	100	100	99	526	510	501	10	19	28	25	19	19	44	45	37	21	18	16
Male	52	1599	37936	100	100	99	504	504	493	19	26	35	19	18	18	48	38	33	13	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	NC	634	26645	NC	100	98	NC	495	478	NC	32	46	NC	20	20	NC	34	27	NC	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	99	2236	37773	100	100	99	517	511	511	14	18	20	18	18	18	49	44	41	18	19	21
Students with Disabilities	NC	358	8801	NC	100	100	NC	455	448	NC	72	75	NC	14	13	NC	11	10	NC	3	2
Students without Disabilities	108	2812	66117	97	99	99	519	512	501	12	18	28	23	19	19	47	44	37	18	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	628	29785				NC	490	477	NC	36	47	NC	23	20	NC	32	26	NC	9	6
Non-Economically Disadvantaged	112	2542	45115				518	511	508	13	19	23	22	17	18	47	44	39	18	20	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	3170	74503	100	100	99	526	522	491	3	4	9	23	22	32	63	61	51	11	12	8
All Students (Prior Year)	122	2940	69001	100	97	96	500	499	490	11	11	17	33	35	37	55	53	45	1	1	1
Female	65	1566	36686	100	100	99	541	535	506	2	3	5	16	17	29	67	66	57	16	14	9
Male	52	1598	37644	100	100	98	507	509	476	4	6	13	31	28	36	60	56	45	6	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	NC	634	26500	NC	100	97	NC	510	467	NC	6	13	NC	27	39	NC	56	44	NC	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	99	2235	37606	100	100	99	524	526	508	3	4	6	23	21	28	63	63	56	11	12	10
Students with Disabilities	NC	359	8662	NC	100	100	NC	437	409	NC	24	37	NC	42	42	NC	32	20	NC	2	1
Students without Disabilities	108	2811	65841	97	99	98	530	530	499	1	3	7	22	21	32	66	64	53	11	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	629	29587				NC	504	465	NC	6	14	NC	27	40	NC	59	43	NC	7	4
Non-Economically Disadvantaged	112	2541	44898				526	526	507	3	4	7	22	21	28	64	62	55	12	13	10

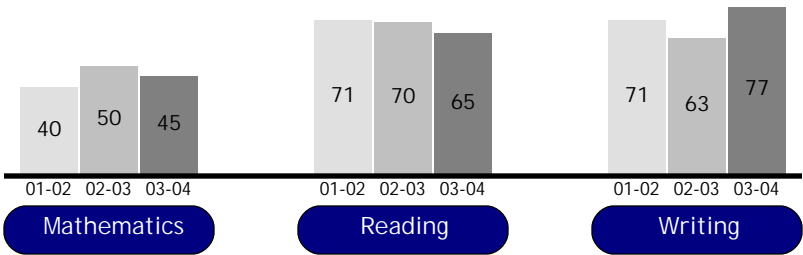
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

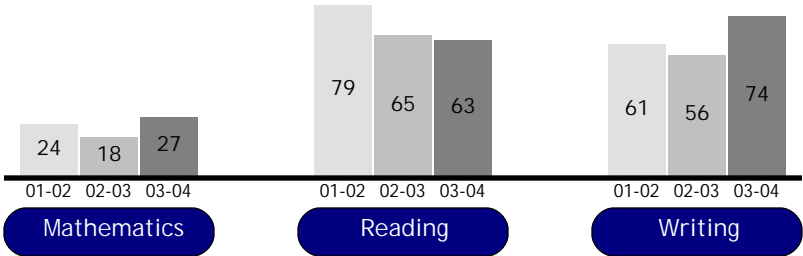
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	69	58	44	99	68	62	50	100	71	NA	58
	Language	99	66	56	39	100	69	57	43	100	74	60	50
	Mathematics	98	79	68	52	100	75	71	57	100	77	72	64
3	Reading	98	40	55	43	99	62	58	47	100	64	NA	55
	Language	97	65	64	50	98	72	66	54	100	72	70	61
	Mathematics	94	73	65	50	98	76	67	54	100	76	71	61
4	Reading	98	57	59	47	100	63	63	52	100	68	NA	56
	Language	100	55	57	45	98	60	59	48	100	67	60	52
	Mathematics	94	70	66	52	99	68	67	57	100	72	69	61
5	Reading	100	58	55	46	98	64	61	50	100	65	NA	55
	Language	100	47	51	43	99	59	56	46	100	58	56	49
	Mathematics	100	55	63	54	98	64	67	57	100	65	67	63
6	Reading	98	68	60	49	98	65	63	53	100	65	NA	56
	Language	98	62	54	42	99	58	58	45	100	61	60	48
	Mathematics	98	81	70	58	100	69	73	62	100	77	75	66
7	Reading	99	62	60	48	100	72	63	51	95	65	NA	54
	Language	100	66	64	51	98	74	69	54	97	69	67	58
	Mathematics	100	66	68	54	98	77	70	58	96	71	68	62
8	Reading	99	67	61	49	96	61	62	53	100	69	NA	55
	Language	100	67	60	46	98	60	62	49	100	65	64	52
	Mathematics	100	69	67	54	99	60	66	58	100	72	69	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Desert Harbor Elementary School

School Site Council

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 4 Teacher(s)
 4 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü School Safety Issues
 Ü Budget
 Ü Extracurricular Activities
 Ü School Appearance
 Ü Parent/Educator Relations
 Ü Fundraising/Volunteers

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	4.50	Teacher Aide	8.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	12	2	0	0
7 to 9 years	5	3	0	0
10 or more years	10	10	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 38
 Core academic classes taught by Highly Qualified (NCLB) teachers. 144
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

Ü Technology Labs (K-6) & (7-8)
 Ü Media Center
 Ü Native Habitat
 Ü Multi-Purpose Room

Extracurricular Activities

Ü Sports Teams
 Ü National Junior Honor Society
 Ü Student Council
 Ü Sandshark Broadcast News Crew
 Ü Habitat Club
 Ü Book Club
 Ü Chess Club
 Ü Yearbook

Social Services

Ü Before/After School Program
 Ü Social Intervention
 Ü Crisis Intervention
 Ü Volunteer Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Desert Harbor eighth graders created a herbarium to promote learning from living systems. Students in all grade levels are able to apply their reading, math and writing skills while studying in the natural setting of our school's herbarium.
- ü Desert Harbor has established a reading intervention program to provide adult and student tutors to a number of struggling first through fourth graders. This was made possible by the Learn and Serve grant from Arizona Department of Education.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	51	63
Grades 3-4	77	56
Grades 4-5	59	44
Grades 5-6	80	87
Grades 6-7	64	63
Grades 7-8	67	55

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Harbor has a school-wide crisis plan. Staff have been trained in emergency procedures. Plans include the chain of command in working with the City of Peoria police and fire departments to ensure safety of all children.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Lori Shough	(623) 486-6200
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Shirley Berow	(623) 486-6200
Student Health/Nurse	Cecilia Flaiban	(623) 486-6203

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.